DOCUMENT RESUME

ED 374 568 EA 026 151

TITLE	Goals 2000: A World-Class Education for Every Child.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	[94]
NOTE	62p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Accountability; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Federal Aid; Federal Programs; Federal State Relationship; Government Role; Program Validation; State Action; *Statewide Planning
IDENTIFIERS	*Goals 2000

ABSTRACT

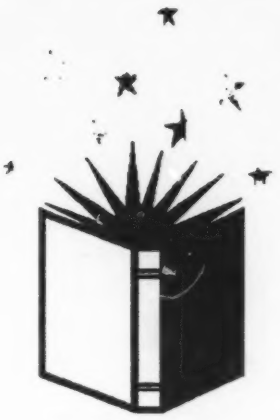
On March 31, 1993, President Clinton signed into law the Goals 2000: Educate America Act. The Goals 2000 Act sets educational improvement and participation as national priorities to be achieved through local and state ingenuity, not federal control. This document offers general information on the Act and provides questions to help educators and parents plan courses of action in their communities. Information is provided on how the partnership works and how to get started. The following 10 elements for developing the local action plan are described: (1) teaching and learning, standards and assessment; (2) opportunity-to-learn standards and program accountability; (3) use of technology; (4) governance, accountability, and management; (5) parent and community involvement; (6) systemwide improvements; (7) the promotion of grassroots efforts; (8) dropout prevention strategies; (9) school-to-work programs; and (10) milestones and timelines. Suggestions are offered for developing partnerships with the state, procuring federal assistance, and sharing information. Appendices contain elements of the State Goals 2000 Action Plan, a list of voluntary model standards and standards projects, and the National Education Goals and Objectives. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 374 568

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



GOALS 2000
A WORLD-CLASS EDUCATION FOR EVERY CHILD

AN INVITATION TO YOUR COMMUNITY

"One hundred years ago, our nation's wealth was based on raw materials. Fifty years ago it was based on the huge capacity we had for mass production. Today it's based on what our people know and what they can learn....

"When I was a boy, education was touted, as it always has been, as America's great equalizer. It is still that. But today, it is America's great energizer as well -- the best change agent we can possibly have."

President Bill Clinton
July 5, 1993
National Education Association Assembly
San Francisco, California

EA 026 151

U.S. Department of Education

BEST COPY AVAILABLE

National Education Goals

By the year 2000:

All children in America will start school ready to learn.

The high school graduation rate will increase to at least 90 percent.

All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

United States students will be first in the world in mathematics and science achievement.

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

By approving the GOALS 2000: Educate America Act, Congress reaffirmed the six National Education Goals agreed to by all the nation's governors under the leadership of Governor Clinton and then-President Bush in 1990. In the Act, which passed with strong bipartisan support in 1994, Congress also added two Goals -- one on teacher learning and one on parent partnerships. The National Education Goals and GOALS 2000 have been endorsed by every major parent, education, and business group across the country.

Dear Parent, Teacher, Principal, Superintendent, Community and Business Leader:

Many of you have been asking, "What can I do to help improve our schools? How can the new Goals 2000 Act assist us in our efforts to improve student learning and safety in our schools?"

On March 31, President Clinton signed a law that offers new tools and opportunities to achieve your own education goals and high standards -- the GOALS 2000: Educate America Act. It is the most important new federal legislation affecting K-12 education in years. The Goals 2000 Act sets as national priorities education improvement and participation -- but to be accomplished through local and state ingenuity, not through federal control.

This booklet is designed for you. It offers general information on the Act itself, as well as questions that can help you analyze what needs to be done to improve learning in your schools and in your community. These questions can also lead you to promising practices and cutting-edge efforts to improve teaching and learning and to have a safer and more disciplined learning environment.

Like the Act itself, this booklet aims to assist you in making the most of a rare opportunity. We are seeing in this country an emerging "convergence of opinion" about how American education must change if we're to reach the National Education Goals. Despite this growing agreement on what works to make schools better, each community and each state has to do the hard work of addressing its own problems and setting its own goals.

We do know that we must set high expectations -- challenging academic and occupational standards -- for all children. And we must do whatever it takes to help every child reach those expectations. That's what GOALS 2000 is about and what President Clinton's whole approach to education is built around.

It's not going to be easy. But together, we can reinvent American education -- school by school and community by community. Together, we can move toward the National Education Goals and move every child toward achieving higher levels of learning.

I hope you will join this effort to help every child reach for a bright future. I hope you will seize this opportunity as if our future depends on it...because it does.

U.S. Secretary of Education
Richard W. Riley

CONTENTS

Picture a Community Where All Our Children Learn More...

An Invitation to Participate in GOALS 2000
- Build on Existing Efforts
- How GOALS 2000 Works

Getting Started
- Your Planning Panel
- Asking Questions: How Well Are Students Learning?

Ten Elements for Building Your Local Action Plan

- Teaching and Learning, Standards and Assessment
- Opportunity to Learn Standards and Program Accountability
- Use of Technology
- Governance, Accountability, and Management
- Parent and Community Involvement
- Making Improvements System-wide
- Promoting Grassroots Efforts
- Dropout Prevention Strategies
- School-to-Work Programs
- Milestones and Timelines

Partners for Reaching the National Education Goals
- The Process
- Communicating
- A Partnership With Your State
- Special Challenges -- Federal Help
- More Than the Sum of the Parts
- More to Come: Borrowing From Others

Benefits Down the Road

Appendices
- Elements of the State GOALS 2000 Action Plan
- Help With Standards: Models and Projects
- National Education Goals and Objectives

Picture a community where...

All children are learning academic subjects well in a safe and disciplined environment where hard work and honesty are valued. As adults they'll be able to get good jobs, be good citizens, and live good lives. This is happening because...

Teachers are learning powerful new ways to move children toward challenging academic standards.

Parents are talking regularly with teachers about "how my child is doing" in relation to those high standards, and about what they can do to help at home and at school.

Students are working hard to reach the new high standards in math, science, English, and the other core subjects that their parents, teachers, and other adults expect them to meet. And many more youngsters are better equipped to continue their education in college and/or enter a career or occupation with a promising future.

Each school is becoming a "community of learners" under its own comprehensive plan to continuously improve teaching, learning, and discipline. All its students are working hard and making progress toward the high standards with help from parents, teachers, and other partners.

The school district, with individual schools and the community, is improving instruction, testing, professional development for teachers, leadership of principals, involvement of parents and businesses, and more -- so that every feature of education is working as part of a *system* that assists all students as they move toward high standards.

The whole community is committed to the National Education Goals or its own challenging goals, and to helping provide a world-class education for every student, so it has created...

A comprehensive action **plan** for continuous improvement of every facet of schooling -- everything that affects teaching and learning -- so that all children reach high standards of academic learning.

A broad **partnership** to make that plan happen -- a partnership of parents and teachers, businesses and colleges, administrators and school boards, grandparents and extended family, hospitals and social service agencies, arts and cultural institutions, newspapers and other media, libraries and law enforcement, cable TV and telephone companies, religious and volunteer organizations and others.

This is how American education could improve, community by community and school by school. GOALS 2000 offers new tools and information to assist you in addressing the educational needs and goals in your community and school.

An Invitation

It begins in as many ways as there are communities in America.

But the movement for educational excellence often begins with one person -- someone who sees a problem and has the guts to stand up and say, "Our children aren't learning enough. What are we going to do about it?" Or, "There are schools like ours doing much better. We can do it, too."

You may be that person in your community.

You can't do it alone, of course. You'll need key allies who can support teachers and students, parents and community members in a common effort to improve our schools.

GOALS 2000 can help.

It's the first new federal education law to pass in years. But GOALS 2000 is more than a piece of legislation.

It's an *invitation* to teachers, parents, and citizens to stop doing business as usual. It's an invitation to imagine what is possible.

Picture your community reaching the National Education Goals.

Picture your school district and the entire community helping every school reinvent itself for one purpose: to move all children toward world-class levels of learning. What would it take to make that happen?

GOALS 2000 offers a framework for answering that question. It also allows for new flexibility and could provide seed money for your community -- and for each school -- to develop and pursue its own comprehensive plan of action. But to create your plan, you don't have to go back to square one.

Build on Existing Efforts

Many communities and schools have already begun organizing to reach the National Education Goals or similar goals. They've formed steering committees, usually with a task force on each Goal. Some of these committees and task forces have already offered a set of recommendations to their communities.

These groups and their work may serve as a starting point for developing your community's or school's GOALS 2000 plan. So may the efforts of other reform-minded groups in your community. The idea is to pull all the existing efforts in your schools and community into one comprehensive plan.

You'll want to integrate new initiatives, too, as well as resources from various state, local, and federal programs. Bringing school-to-work programs, professional development, special education, and other community-based ventures together around a shared vision of what the community wants for its children -- that is what GOALS 2000 is about.

> What's the appeal of GOALS 2000? One businessman put it like this:
>
> > "Dozens of partnerships, school-improvement and adopt-a-school efforts are already in place in our community. But they're not coordinated. The community challenge gives us a starting place for bringing all these pieces together around a common set of goals -- the National Education Goals -- so that all our efforts are pushing in the same direction."

Some communities and schools have already taken their first steps. Others have yet to begin. Regardless of where you are in the process, GOALS 2000 says to every school and community:

- Start with what you have.
- Build on your strengths.
- Create partnerships with teachers and principals, parents and businesses, and other citizens.
- Gear your schools to world-class standards of excellence for every child.

How GOALS 2000 Works

Through GOALS 2000, the federal government is offering to enter into a new partnership with your state, community, and school. It works like this. If your state is willing to establish high standards for all students, the federal government is ready to provide:

> support for your state, community, and school to develop high standards for all students;
>
> support for your state, community, and school to pursue your own comprehensive, continuous improvement plan to help all students reach those high standards;
>
> flexibility in federal education programs -- freedom from certain federal rules and regulations that could get in the way of your effort.

Your state is also invited to apply for a GOALS 2000 planning grant. If it does, your governor and chief state school officer will assemble a broad-based state planning panel.

The panel may hold hearings, sponsor surveys or meetings, start a toll-free hotline, or arrange other forums to gather ideas. These ideas -- from teachers and parents, principals, superintendents, school board members, and business people and citizens across the state -- will help the state panel develop a comprehensive plan to assist every community and school in reaching the National Education Goals and moving all students toward high standards of learning. (For details, see "Elements of the State GOALS 2000 Action Plan" on p. 53.)

If your state applies for a planning grant...

> *Your school district* may seek GOALS 2000 support from the state. This grant would support your school district's comprehensive, long-term plan for moving all children toward high standards.
>
> *Individual schools* may compete for GOALS 2000 funding from your school district. This grant would help underwrite your school's pursuit of its own comprehensive, long-term plan to move all students toward high standards.

Congress has appropriated $105 million for GOALS 2000 in 1994, and President Clinton has asked for $700 million in 1995.

GOALS 2000 can help start your reform efforts or revitalize existing efforts. GOALS 2000 also means that, for the first time:

- You'll be able to see how the learning standards in your school, community, and state measure up to world-class voluntary national standards. Your state will have the option of using those standards to "benchmark," or improve, its own standards.

- Your community will be able to draw on voluntary national skill standards -- what workers need to know and be able to do to enter and succeed in key occupations. These skill standards will be developed under a National Skill Standards Board. They can guide the creation of school-to-work programs, which help students learn academic and technical skills needed to get good jobs.

- Your schools can get waivers from certain federal rules and regulations blocking your path to comprehensive reform. GOALS 2000 also asks your state and school district to take a fresh look at their rules and regulations, and to reconsider any that may be roadblocks to improvement.

Most of each state's funding -- 60 percent in 1994 and 90 percent in each subsequent year -- will support *school districts and schools* in pursuing their own comprehensive plans and, in conjunction with higher education, providing training and professional development for teachers and principals. And most of each school district's funding -- 75 percent in 1994 and 85 percent in each year thereafter -- will go to *individual schools*, for their own GOALS 2000 plans.

Getting Started

It won't be easy. Creating a comprehensive plan to improve all features of schooling (let alone making it work) won't happen without a struggle. It's going to take some hard work and collaboration. Disagreement and conflict will be inevitable.

To keep the community's eyes on the prize -- and to keep various agendas in the community moving toward the larger common ground -- someone will have to keep everyone coming back to the question: What is best for all our children?

That's where the planning panel comes in.

Your Planning Panel

To receive funding under GOALS 2000, your local school board will appoint a community planning panel. You'll probably want to check with your school board to find out if a planning panel has been created and what you can do to help.

One of the most important jobs of this panel is to start a discussion about "how we can improve education in our community." This discussion can help the panel develop -- with input from parents, educators, and other citizens, science and arts groups, businesses, and colleges -- the community's GOALS 2000 plan. That is the mission of your planning panel: to rally the community around developing and *pursuing* a comprehensive, long-term plan of action.

The panel probably has a better chance of succeeding if its members, as a whole, reflect the diversity of the community, and if various stakeholder groups are represented. Your school board may want to recruit individuals from at least the following groups:

> Teachers and other school staff, parents (including parents of children having special needs), secondary school students, school administrators, grandparents, early childhood educators, civic leaders, local government officials, representatives of business, higher education, and community-based organizations, and others.

For detailed answers to frequently asked questions about the GOALS 2000: Educate America Act, call 1-800-USA-LEARN and ask for a copy of the Guidance booklet. For suggestions about how to rally your community around common goals, you'll want to see the "Community Organizing Guide," a section of the *Community Action Toolkit*. Refer to p. 36 for a more complete description of the Toolkit.

Asking Questions: How Well Are Students Learning?

Once the discussion gets under way, you'll probably notice some differences of opinion. Some people in your community will point to all kinds of problems with schools today.

Others probably won't see any real problems. In fact, national surveys suggest that many parents and citizens would tell you that the schools in their communities are doing just fine.

> "Instead of a high school diploma being a symbol of academic achievement and preparedness for life's challenges, we have allowed it to become, in all too many cases, nothing more than a certificate of attendance -- a simple piece of paper that says a student showed up in school for 12 years."
>
> *Building the Best: A Summary Guide to the National Education Goals Report*, 1993.

Where complacency prevails, change doesn't have a chance. So your planning panel may want to get the community to take a good hard look at "how our schools and students are really doing, and why." The panel may start by asking some preliminary questions.

How are our students really doing in reading, writing, English, mathematics, the arts, and other subjects?

When looking at student performance in your community, your planning panel may want to step back and look at the national picture. The National Assessment of Educational Progress tell us that:

- Only about one in three 12th-graders in America *reads* at the level necessary for tomorrow's jobs.
- Just one in five of these students who have been in our schools for 13 years does *mathematics* adequately.
- Just one in three juniors in high school can *write* an adequate persuasive letter.

In addition to test scores, your planning panel will want to look at children's "readiness for school," attendance at school, discipline and safety issues, and dropout rates. It might also want to ask a few questions:

- How many of our students who go to college need remedial courses in reading, writing, or math?
- What do employers and colleges say about the preparation and performance of entry-level workers they hire from our schools?
- What percentage of our students take challenging academic and occupational courses in middle school and high school? What percentage take Advanced Placement courses and pass Advanced Placement tests? Do our high schools offer Advanced Placement courses? How many of our students take a third and fourth year of a foreign language?
- How does the content of teaching and learning in the courses our students take compare to the emerging national standards in core subjects (including math and science, English, history and geography, civics and the arts, foreign languages and others)?

These and other questions can help your community begin to get an idea of how well students are learning what they need to know and be able to do.

Are our students and schools doing worse than in the past?

It's not that students are learning less than they used to. In fact, there is evidence that American schools and students, as a whole, are performing as well as ever.

But doing "as well as ever" is not good enough. The world has changed; our schools have not. Our educational performance has not kept pace with rising demands in the workplace; nor have we kept up with other developed countries. For example, although our National Education Goals call for students to know one foreign language, the Common Market in Europe recommends that students learn *two* languages in addition to their own native language.

Our students consistently perform near the bottom on international tests of science and mathematics. In the most recent study two years ago, our 13-year-olds reached an internationally competitive level in only one of nine areas -- the nature of science. In all eight other topic areas, U.S. students as a whole performed below most or all of the other five countries.

(Topic areas included life science, physical science, measurement, geometry, and five others. From the National Education Goals Panel.)

Continuous improvement is the watchword for education reform in the remainder of the 1990's. Your planning panel may want to ask: What are we doing in this community and its schools to continuously improve teaching and learning for our children?

How serious are our students about their studies and learning?

Research and common sense tell us that students generally learn more if they study and work hard at it. Yet national data and everyday experience tell us that common sense is not common practice. Many American students are not working hard at learning.

- Most 8th- and 12th-graders admit that they read no more than 11 pages a day, at school and at home, in textbooks and novels and other materials, for all classes combined.

- Most 12th-graders say they do less than one hour of homework a day. (Their future international competitors do up to four times as much!)

We know that American students can learn at high levels. When our students read at home, do their homework, and take challenging courses (such as algebra in 7th or 8th grade, and calculus in 12th grade), they do as well as other students anywhere in the world.

Why don't our students invest more in learning? One reason may be that, as far as they can tell, it simply *does not matter* whether they do well in school.

Our youngsters know, for instance, that no matter how poorly they perform in high school, they will be accepted by a college or university somewhere. They know that their performance in high school won't affect their job chances if they're headed directly into the workforce. Not even one in five employers looks at the transcripts or grade point averages of high school graduates seeking jobs with them.

There may be another reason our children don't put more effort into learning. Many of us, as parents, seem to think our kids are already working hard enough. In fact, despite how little time most students spend reading and doing homework -- no more than 11 pages or one

hour a day -- parents of three-quarters of American 8th-graders say that their children are challenged and working hard at learning.

> "In their final four years of secondary school, according to our estimates, French, German, and Japanese students receive more than twice as much core academic instruction as American students."
>
> From *Prisoners of Time*, the Report of the National Education Commission on Time and Learning

Are too many of us, as parents, easily satisfied? Probably. According to a survey two years ago, roughly *65 percent* of parents and students think students are learning to write well. Yet less than *15 percent* of businesses and colleges agree with that assessment.

Your panel may want to ask: How much effort are our students putting into schoolwork? How much time do they spend on homework? How much time and effort do we *expect* them to put into their studies? Is their schoolwork challenging and engaging? How can parents and the community help? What incentives can we offer for all children to invest their best effort in studying and learning?

Answering these preliminary questions can help engage your community in examining its educational performance. It can also paint a clear picture of the most important feature of that performance: student learning. Both will be critical as the development of your GOALS 2000 plan gets under way.

More Questions: Ten Elements for Building Your Local Action Plan

Your local action plan, or GOALS 2000 plan, will be your community's roadmap for moving toward the National Education Goals or your own goals, and for moving all children toward high standards. In developing this plan, your community will want to ask:

> Where are we today, in relation to each National Education Goal or each of our own goals? Where do we want to be by the year 2000? How will we get there? And how will we know that we're making good progress along the way?

Along with these questions, your community will want to answer, in its GOALS 2000 plan, questions about changes in at least ten areas:

- teaching and learning, standards and assessments
- opportunity-to-learn standards or strategies, and program improvement and accountability
- use of technology
- governance, accountability, and management
- parent and community support and involvement
- making improvements system-wide
- promoting grassroots efforts
- dropout prevention strategies
- coordination with school-to-work programs
- milestones and timelines

These ten elements flow directly from the GOALS 2000: Educate America Act. They address primarily the National Education Goals affecting school-age children -- School Completion; Student Achievement and Citizenship; Mathematics and Science; Safe, Disciplined, and Alcohol- and Drug-Free Schools; Teacher Education and Professional Development; and Parental Participation. However, your community will want its plan to address the other two Goals as well -- School Readiness and Adult Literacy & Lifelong Learning.

What follows is a collection of questions that your community can use to help it develop its plan. These questions are organized around the ten areas above, derived from successful school improvement efforts over the past decade -- what we call the ten "GOALS 2000 elements."

As you read through the next dozen pages, you'll notice that similar questions appear under more than one element. The questions overlap because the elements overlap; they're all part of the same system.

1. Teaching and Learning, Standards and Assessment.

Teaching and learning are the heart and soul of school improvement and GOALS 2000. The challenge is to ensure support for continuous improvement of teaching and learning.

That's why challenging academic and skill standards are so important. Your state is probably developing higher standards in academic subjects and occupational fields, which your community and schools will want to use in asking: What are we doing to continuously improve teaching and learning, so that our students meet these higher standards?

To answer this question, your community and schools may want to look at:

Standards. Are our schools now using "high" academic standards in the basic and core subjects for all students? For example, are all our students reading, discussing and debating important ideas found in history and literature? Are they using math and scientific knowledge to solve complex experiments? Are they using geographic knowledge and the arts to ask good questions and to see connections? Are they learning a second language? Are they writing often and in various subjects and courses? Are they communicating and thinking clearly? Are they exploring the connections between academic and occupational skills, and preparing themselves for a diverse range of career alternatives? Are our expectations, or standards, for students clear to everyone -- students, parents, businesses, others? Do these standards apply to all children -- those with disabilities, students in vocational education and in bilingual programs? Are honesty, hard work, responsibility, and self-discipline included appropriately?

State standards. Has our state already set high standards for the content of instruction and the performance of students in certain subject areas? If so, are our school and community using those standards to improve teaching and learning? Is our state in the process of developing high content and performance standards in subjects for which there are no state standards now? How are our schools gearing up to use these standards? Should our standards be higher?

Curriculum and instructional materials. Can teachers and other school staff explain how the curriculum, textbooks, software, other instructional materials, and discipline and safety policies in our schools will move students toward our high standards? Are instructional materials sufficiently challenging? Do these materials help engage students in active, hands-on learning, in and outside the classroom? Are the curriculum and instructional materials working? In other words, are all children making good progress toward high standards?

Teaching practices. Do instructional approaches in our schools reflect what we've learned about what works from research and best practices about effective instruction and discipline? Are students becoming more responsible for their own learning? Do they perform individual and team projects? Do they present their work orally and in writing -- not just for the teacher, but for other students, as well as for parents and members of the community? Do our teachers assign homework that challenges students to apply what they're learning -- by interviewing grandparents about historical events, for instance, or by doing community service as well as discussing it

and writing about it? Are our students exposed to a wide range of subjects through their readings? Are they reading and writing across the curriculum? Do students help each other improve their writing and learning? Do they have access to technology, and is it used as a powerful tool for learning?

Student engagement and effort. Are our students challenged by their schoolwork? Are they working hard at learning? How much time per day, on average, do students spend doing homework? Do students complete homework regularly and to their best ability? Do they attend school regularly? How often do they read for pleasure on their own time? How many pages per day, on average, do they read as part of their schoolwork, at school and at home? Are students expected to write often -- not just in English class, but in other subjects and courses? Do our students know that doing well in school can make a difference in their lives after they graduate? Do all our children aim for high levels of learning? What are our schools and social service agencies, businesses and community organizations, arts and cultural institutions, libraries and others doing to help every child reach high standards?

Preparation of new teachers and principals. Are the programs that prepare our teachers and principals tied to the high academic and discipline standards in our schools? Are these programs producing teachers who succeed in helping all students reach high standards? Does our school district recruit new teachers from training programs that prepare teachers to move all children toward high academic standards? Do we provide adequate support for new teachers and administrators?

Professional development for teachers and school administrators now in the classroom and schools. Are we providing enough high-quality opportunities for our teachers and principals to learn what they need to know and do to help all children reach high standards? Do our teachers have time to share ideas and best lessons, and try them out with appropriate feedback? Is time built into the schedule of our schools for teachers to plan together, and to develop and improve instruction together?

All students. Do we expect all students to work toward the same challenging standards -- including students with limited English proficiency, disabilities, or other special needs? How do we provide the necessary accommodations, support, time, and opportunities to help all children reach challenging standards? Are we making every effort to include all children in the regular instruction? How do we communicate our belief -- to teachers and principals, parents and students and citizens -- that all children can learn at high levels and reach challenging standards?

School to work. What opportunities are available, in our schools and businesses, for students to learn about careers and prepare for good jobs? Do our schools and businesses offer programs such as tech prep, career academies, youth apprenticeship, or others? Are enough youngsters taking advantage of these programs? Are students with disadvantages or disabilities participating and succeeding? What can we do to expand the capacity and improve the quality of these programs? What can we do to make sure they include solid academics, as well as workplace experiences with mentors -- for all students? Are school-to-work opportunities built around a multi-year sequence of learning at work sites and at school -- learning that is connected and

coordinated? Are we establishing a continuum of school-to-work experiences at all grade levels?

Assessment. Do our assessments of student learning focus on high academic and occupational standards? Are these assessments aligned with our curriculum, instructional materials, and our state standards? Do assessments look at how well students use what they're learning to do the basics, to solve problems, and to communicate in core subjects? Are our schools and community using assessment results and other information to continuously improve the curriculum, instruction, and student learning?

2. Opportunity-to-learn standards or strategies, and program improvement and accountability.

If all children are to reach high academic standards, all children must have high-quality instruction. But what constitutes "high-quality" instruction? And how can your community make sure that every child receives it?

In answering these questions, your community and schools will want to look at the other nine GOALS 2000 elements, for high-quality opportunities to learn are implicit in each.

You'll probably also want to examine:

Safe environment. Are our schools safe and secure places for teaching and learning? To what extent are drug abuse, alcohol abuse, or weapons a problem in our schools? Is student discipline or misbehavior a problem in our schools?

Quality instruction for all students. Do all our children have access to high-quality curricula, instructional materials, and technologies, including distance learning? Are our teachers offering high-quality instruction in each subject area? Does that instruction meet the diverse learning needs of our students? Do we analyze data from student assessments to make sure that low-performing students are making progress toward high standards? Do we provide additional learning time for students who need it?

Access to professional development. Do all our teachers, principals, and other school staff have easy -- and ongoing -- access to professional development opportunities? Are these opportunities built on the best available knowledge about teaching, learning, discipline, and school improvement? Are these opportunities tied to high standards and to the comprehensive effort of the schools and community to help all children reach those standards? Is time provided throughout the school year for teachers to learn from each other, plan together, and take advantage of professional development opportunities?

Adequate instructional tools. Do our schools have adequate libraries, laboratories, and other resources for teaching and learning?

Inadequate performance. Are we identifying schools where students are not meeting high academic standards? What are we doing to help those schools improve their performance? What are we doing about low-performing schools not making progress -- schools where student performance continues to be low, year after year?

3. Use of Technology.

It's neither an end in itself, nor an add-on. Technology is a tool for improving -- maybe even transforming -- teaching and learning. To do that job, technology must be used as an integral part of your school's or community's overall comprehensive, continuous improvement plan to move all children toward high academic standards.

Your community and schools will want to ask: What are we doing to continuously improve the use of technology in our schools?

To answer this question, you may want to look at:

> *Uses for student learning.* What technologies are our schools now using to promote student learning? Are students tapping databases and on-line libraries to help them learn at world-class levels? Are our schools using computer networks, satellite-delivered instruction, multimedia, and other technologies? Are students with disabilities able to use technology to participate in regular classrooms? Do all students, including children from low-income homes, have access to these technologies? How effectively are we using these technologies to help *all* children reach high academic standards? How can we expand and strengthen the use of technologies in our schools to enhance student learning and provide greater access to individualized instruction? How can we use technologies to move toward the National Education Goals and to help every child reach high standards of learning?
>
> *Uses for professional development.* What technologies are our teachers now using to promote their own learning? Are teachers participating in e-mail discussion groups with professors and other teachers, to deepen their knowledge of subjects they teach, develop curricula or lessons, or share ideas with other teachers? Do teachers have access to on-line databases? Are schools, social service providers, and others who work with children in our community using on-line communications to coordinate their efforts?
>
> *Decisions about technologies.* Are decisions about hardware and software purchases in our school district based on an analysis of our academic standards and on instructional approaches needed to help all students reach those standards? In other words, is our plan for technology separate from -- or integrated with -- our overall comprehensive effort to move all children toward high academic standards?

Introducing technologies into our schools. How are we going about "introducing" state-of-the-art technologies into our classrooms and school libraries? How do we provide for their installation and ongoing maintenance -- the basic connection, hardware, and support materials?

Training, technical assistance, and promising efforts. How are we providing for ongoing training and support for teachers and other school staff? Does this training and support help teachers integrate technology into the curriculum and incorporate continuing technology advances? What resources and procedures are necessary for providing ongoing technical assistance to carry out our technology plan, as part of our larger comprehensive, continuous improvement effort? How are we spreading the word throughout the school system about exemplary programs and practices related to the use of technology?

Funding and partners. How much will our investment in technology cost? From which funding sources will we pay for it? What is our schedule for developing and implementing our technology plan, in the context of our comprehensive effort to move all children toward high standards? How will we coordinate and cooperate with business and industry, and with public and private telecommunications entities?

Interoperability, open systems, and existing infrastructure. How can we promote the purchase of equipment that, when placed in schools, will meet the highest possible level of interoperability and open system design? To what extent are we using the existing telecommunications infrastructure and current technology resources?

After hours, and other users. How are we facilitating the use of our technology facilities by state literacy resource centers, public libraries, and other adult and family literacy providers after school and other times when children are not in school? Are we providing summer access?

Evaluating our progress, and updating of the plan. How will we assess the impact of our plan -- as we implement it -- on student achievement, including student achievement in individual schools? What will be our process for periodically reviewing and updating our technology plan, in the context of our comprehensive plan?

4. Governance, Accountability, and Management

Education cannot be reinvented from a distance. Every school must chart its own course to excellence, with support from the school district and state.

This calls for a new kind of decision making in each school. It also requires better approaches to developing human resources, and better incentives for performance -- all hitched to the same star: helping every child in each school achieve high academic standards.

Your community and schools will want to ask: What are we doing to continuously improve the governance, accountability, and management of our schools?

To answer this question, your community and schools may want to examine:

> *Decisions in schools*. Does each school make its own decisions about whom to hire as teachers, how to use its budget, what professional development is needed, how to group students, and other issues? Are these decisions guided by a comprehensive plan to move all students toward high academic standards? Was the plan developed by the entire school staff, parents, and members of the community, and are they all helping make it happen? Do laws, regulations, and policies -- at the state and school district levels -- encourage decisions to be made closest to the learners? Are all decisions made with one question in mind: Will it improve student learning?
>
> *Leadership in schools*. Does each school have strong leadership -- ideally, from a dynamic, visionary principal working in partnership with an active school-based decision-making council or steering committee? Do administrators, teachers, and all school staff -- as well as students, parents, and others from the community -- share a vision of what teaching and learning in the school will look like when it is most effective? Are we providing training in team-building, problem solving, and techology use, so that broad-based decision making will continue to improve in each school, and so that leadership and support will continue to improve at the school district level? Is each school increasing the proportion of state and local funding spent where the kids are: in classrooms, for direct instruction?
>
> *Human resource development*. Are we developing a coherent approach to attracting, recruiting, preparing and licensing, evaluating, rewarding, retaining, and supporting teachers, administrators, and other school staff, so that all our children have the benefit of working with a highly developed workforce of professionals? Are college and university programs that prepare our teachers and school administrators designed to help them learn what they must know and be able to do to move all students toward high academic standards? Are the teaching standards for experienced teachers similar to the National Board for Professional Teaching Standards? Do teachers in our school participate in being "board certified" by the National Board for Professional Teaching Standards? Are we making special efforts to recruit minorities and others into teaching -- efforts that may include providing scholarships, recruiting from the military, and offering alternative routes to certification? Is "continuous learning and improvement" part of each employee's job? Are we offering advanced

strategies for the professional development of individuals and groups -- strategies such as school-based coaches, mentoring and peer coaching, internships and apprenticeships, loaned executives, special assignments and uses of technologies? Is our evaluation system grounded in professional standards, and does it provide feedback that employees can use for their continuous improvement efforts? Do teacher and administrator preparation programs -- as well as state licensing and certification requirements -- support high academic standards, as well as quality curricula and instruction?

Incentives for high performance. Do we provide incentives for students, teachers, and schools to work hard and reach high levels of performance? *For students*, do we provide challenging and engaging work? Do we offer choices in the content, timing, and nature of their learning activities? Is what they're studying important to them? Do we ensure multiple opportunities for students to succeed? Do we offer students plenty of support and assistance, and alternative learning environments when needed? Do employers of high school graduates look at transcripts in making hiring decisions? Do we require students to demonstrate that they've reached certain standards of performance in order to earn a diploma from our schools? Do our colleges and universities set rigorous requirements for students to meet in order to be accepted? Do colleges and universities accept, as evidence of student performance, portfolios and other alternative assessment results? *For teachers*, do we offer promotions and career paths, formal recognition, and other incentives for high performance? Do we encourage teachers to participate in high-quality professional development opportunities? Do we encourage teachers in other ways to continuously seek to improve teaching? Is there a group bonus program for a whole school or department where teachers are helping students make outstanding progress? *For schools*, do we involve all stakeholders in establishing expectations for school performance and in developing, implementing, and evaluating instructional programs? Do we revise funding and resources to reward success and turn around failure? Do we offer students and families choices among instructional providers? Do we enable schools to purchase services only from the central office, or from other suppliers?

Information on performance, consequences for results. Are parents given regular and clear information on how students are doing and how to help? Do we collect information on the performance of schools? Do we report information on school performance to the public? Do schools use such information to improve their performance? How do we help every school to do so? What do we do when a school is "stuck" -- when students are not learning what they need to know and be able to do, year after year?

5. Parent and community support and involvement.

Thirty years of research make it clear: parents and families are pivotal to children's learning. And no refrain is heard more often, in communities headed toward the National Education Goals, than the African proverb, "It takes an entire village to raise one child."

Your community and schools will want to ask: How can we continuously strengthen our partnerships with parents? How can we build and continuously improve our "whole village" partnership for learning to high standards?

To answer this question, your community and schools may want to examine:

Early childhood. Are we focusing public and private resources on helping parents prevent their young children's health problems and intervening early, when necessary? Are we ensuring that day care for children in our community is developmentally appropriate and supportive of parents? Is every child in our community being read to every day? Is every child being taken to the library, plays, concerts, museums, and other performances and cultural events? Does our community make various efforts to support parents and families of young children, so that every child will enter school ready to learn?

The first three years of life are even more important than we had previously thought, according to an April 1994 report by the Carnegie Corporation of New York. The report, *Starting Points*, reveals that a child's brain development in the first few years is "much more vulnerable to environmental influence than we ever suspected," and this influence is "long lasting." The report also suggests ways your community can promote responsible parenthood, guarantee the availability of quality child care options, ensure good health and safety, and more.

For a copy, send a $10.00 check or money order, made out to "Carnegie Corporation of New York," to Carnegie Corporation of New York, P.O. Box 753, Waldorf, MD 20604. For information on bulk rates, call (212) 371-3200.

Learning at home. Do families in our community use TV wisely? Do they establish daily routines -- a time for chores, eating meals together, and firm bedtimes? Do parents set a regular time for children to do homework each day, in a well-lit place, free of distractions such as the telephone, radio, and TV? Do families talk regularly with children about what they're learning in school, and about current events, family history, and other topics? Do families take advantage of libraries, museums, and other educational resources in the community?

Communication between home and school. How often do our teachers and parents talk together about how well individual children are doing in school -- good news as well as bad -- and about how improvements can be made? How can parents and teachers better communicate to help children learn more?

Involvement at home and at school. What are the barriers to getting more parents to help out at school, and how can we overcome these barriers? What can the schools and various groups in the community do to help keep parents better informed so that parents are creating an environment at home that is conducive to learning? What can we do to help all parents do things at home to help their children do well in school? Are parents looking at report cards and actual student work? Are parents making sure that children always complete homework on time? Do parents encourage children to put their best effort into homework? Do parents talk to children regularly -- about schoolwork, books the child is reading, world events, and whatever the youngster wants to talk about? Do parents monitor children's TV-watching? How many parents volunteer at school?

Technology. Are we using voicemail or other technologies to facilitate communication between parents and teachers? Are we using technology to let parents know immediately when students are absent, to offer tips on how to help with homework, and to provide other information? Are computers in schools linked to computers at home, or to parents' job sites?

Families facing special challenges. What are we doing to help children -- and the families of children -- who have limited English proficiency, disabilities, and other special needs, so that these students reach high levels of academic learning?

Grandparents and senior citizens. Are grandparents, retired teachers, and other senior citizens tutoring, guest lecturing, working with small groups of students, or helping in other ways in or outside the classroom?

Employers. What are businesses doing to encourage their employees who are parents to get more involved in their children's education? What leave policies and flex-time arrangements are available to encourage parent participation in the schools? What parent support efforts or programs do employers offer their employees?

Adult literacy. What are libraries, employers, community colleges, churches, volunteer organizations, and others doing to ensure that all parents and adults become literate?

Prevention of violence and drug abuse. To what extent are violence, alcohol, and drug abuse problems in our schools and community? Are unauthorized weapons present in our schools? How safe are our schools? What do students and teachers

say? What are we now doing to reduce these problems? What are the media, religious groups, student groups, county organizations, parents, law enforcement, and other groups doing to help? What else do we need to do?

Community service. What community service opportunities are available to youngsters and other members of our community? Can they earn credit or postsecondary financial assistance for helping solve community problems? Are we participating in AmeriCorps -- President Clinton's national service program -- or using college work-study students as volunteers in the schools?

Basic health and human services. What are we doing to make readily available basic health and human services -- such as immunizations, eyeglasses and hearing tests -- for families in our community? Do we have governance mechanisms that encourage coordination and communication among housing, employment, welfare, and other services? Do these service providers get adequate training and opportunities to share information and ideas? Do we collect information on the performance of these services? Is this information reported publicly? Are we holding service providers accountable for results?

Parent and public support and engagement. Are we listening to and involving parents? Are we responding to what we hear -- to create and sustain public support? Are we working together to analyze our problems and develop solutions? Are we developing a clear and consistent set of messages? Are we delivering these messages regularly and through multiple media and various forums? Do we report regularly on the performance of students and schools, and on plans to improve performance? Do we inspire willingness to come up with the necessary resources? Do we determine the kinds of involvement needed from individuals, organizations, or groups in the community for particular kinds of efforts (including governance, curriculum development, administrative services, apprenticeship programs, and more)? Are we developing strategies for enlisting that support?

What can parents do at home to help children learn? What can schools do to strengthen partnerships with families? How can businesses and others support family-school partnerships? Secretary Riley has launched a Family Involvement Partnership to encourage families, schools, and communities to develop their own answers. For information, call 1-800-USA-LEARN.

6. Making Improvements System-wide

Many communities have a school or two that are "islands of excellence" in a system that does not encourage high performance. If we're to reach the National Education Goals and high standards, our communities and school districts must aggressively seek and promote excellence at every school.

Your community and schools will want to ask: What are we doing to spread innovations, promising practices, and real improvements throughout our school system?

To answer this question, your community and schools may want to look at:

Efforts to encourage innovation and spread excellence. Are we identifying successes in our schools and classrooms, and helping all our schools learn from them? Are we spreading promising approaches from the initial pilot schools or programs to all schools and throughout our community? Do we encourage teachers, parents, and principals to seek and use promising ideas and approaches as part of their efforts to continuously improve student learning and performance? Do we have a strategy and a timetable for connecting every school with resources and networks for supporting continuous improvement?

Time for teachers and staff. Do all our schools make time for teachers and other school staff to discuss standards and expectations, share ideas and best lessons, design and plan changes, investigate and interpret results? Is time for this work built into the school day and year? Do our teachers, principals, and parent leaders visit other schools similar to ours to see what works and then apply that knowledge? Do we offer teachers and staff access to coaching, mentoring, and other learning resources? Do we help teachers find the time to meet with parents?

Continuous learning. Is continuous learning part of the job description of teachers and other school staff? Are we expecting all teachers to develop their knowledge and skills, both as individuals and with their whole school faculty? Are we providing opportunities for them to become continuous learners -- with colleagues and college professors, with businesses, museums and other community resources?

Across grade levels and schools. Do teachers and principals meet and share ideas across grade levels and schools? Is it happening not only from kindergarten through 12th grade but also beginning in preschool and extending into neighboring colleges and nearby businesses and industries? How can all grade levels and aspects of education work together to help every student be prepared for a promising career path and/or for postsecondary education.

Developing teachers and other school staff. Are criteria for certifying and licensing teachers and principals keyed to high standards? What about opportunities for sustained professional development? Are we establishing for our teachers -- or connecting them to -- networks of other professionals who focus on high standards for student learning? Also, are we developing a coherent approach to attracting, recruiting, preparing and licensing, appraising, rewarding, retaining, and supporting teachers, administrators, and other educators?

7. Promoting grassroots efforts.

Excellence cannot be mandated or remote-controlled. It has to happen school by school and community by community. States and school districts can encourage it, however, by offering each school flexibility, support, and assistance.

Your community and schools will want to ask: How can we unleash and nurture high-standards teaching and learning from the bottom up -- in every school and classroom? How can we engage large numbers of parents, teachers, businesspeople, civic leaders, and other citizens in helping to craft such exciting learning?

To answer this question, your community and schools may want to examine:

Responsiveness. Does our district's comprehensive plan reflect and respond to the experiences and needs of individual schools, as well as to teachers, parents, students, and citizens? Are mechanisms being established for continuous input and feedback on the implementation and ongoing progress of the comprehensive plan? Are we planning to sit down with other change agents from all levels -- the state, as well as other communities and schools -- to talk about obstacles, opportunities, and how we can help each other?

Support. Are we providing discretionary resources for teachers and schools to purchase professional development and other assistance from high-quality providers of their own choosing? Are we forming teacher and principal networks? Do teachers share ideas and practices for helping all children reach challenging academic standards? Are we facilitating communication among teachers, school staff, parents, and businesspeople in our own school district, as well as across districts, through telecommunications, site visits, and other means?

Flexibility for each school. Are we providing flexibility to our schools so that each may chart its own course for helping every child to reach high academic standards? What rules and regulations stand in the way of our community's or school's comprehensive plan? Are we seeking waivers from them from the state as well as from the federal government?

Information and assistance. What type of information, training, guidance, or expert assistance -- from the school district, state government, colleges or businesses, or others -- would help individual schools see the "range of options" they now have within current regulatory boundaries?

8. Dropout prevention strategies.

The days of one-size-fits-all education are over. To help more students stay in school -- and reach high academic standards -- we must offer a range of choices among learning experiences that are engaging and meaningful to students. We must also reach out to students who have left school and bring them back into learning environments different from those they left.

Your community and schools will want to ask: What are we doing to continuously improve our high school completion rate?

To answer this question, your community and schools may want to look at:

The nature of the dropout problem in our community. Are we collecting information on how many of our youngsters leave school without a diploma and why they are leaving school? Do we look at that information for different schools and ethnic groups so that we can do a better job of helping all students complete school and learn what they need to know and be able to do? How can we help parents and students learn about the importance of staying in school and find extra help if necessary?

Strengthening all schools. Are we helping every school become more vibrant and compelling places where meaningful teaching and learning happen -- places where students feel they belong and want to be? Are we tapping the arts, service learning, apprenticeships, and mentoring to help students connect with adults who care?

Bringing dropouts back. Do we identify youngsters who have left school without earning a high school diploma? Do we reach out and recruit them back into the education system?

Options and alternative environments. Do we offer youngsters who have left school a range of education options and alternative learning environments -- real choices, not just more of the same thing they left? Do we offer, for instance, personalized instruction, flexible hours, community service learning, and other nontraditional approaches? Do we provide students with the extra support they may need to succeed?

9. Coordination with school-to-work programs.

It once was much easier for high school graduates to enter the job market. Today, students headed for the work force need a higher level of academic knowledge and skills -- plus occupational and technical training in broad areas -- if they're to find well-paying jobs that offer career potential.

High school programs ought to help students see how what they're learning can open up a world of career opportunities beyond high school. Realizing that, a growing number of schools, employers, community colleges, and other community partners are joining forces to build bridges from school into the workplace.

These bridges, or school-to-work programs, offer job-site training and work experience in a variety of settings, coordinated with rigorous academic learning. They're designed to prepare students for advancement to postsecondary training or education, or directly into jobs that lead to high-wage, high-skill careers.

As your community builds such programs, you will want to include at least three essentials: work-based learning in a broad industry area, school-based instruction, and "connecting activities with businesses and industries." You'll also want to make these programs integral to, not separate from, your GOALS 2000 effort.

To strengthen the three features -- and to coordinate school-to-work programs with your comprehensive GOALS 2000 plan -- your community and schools may want to examine:

> *Existing vocational and school-to-work efforts*. Do our schools already have tech-prep programs, career academies, cooperative education programs, youth apprenticeships, or other efforts that could serve as building blocks for developing strong school-to-work programs? What are we doing to strengthen and build into the programs the three essential features: work-based learning, school-based learning, and connecting activities to jobs? Are businesses involved in helping to strengthen these programs? Are the efforts of sufficient size to prepare all students -- not just 5, 10, or 15 percent -- with promising futures?
>
> *Standards*. Are our school-to-work programs preparing students for skilled, higher-wage careers by helping them meet high academic standards developed by our state, neighboring businesses or the National Skill Standards Board? Are we using those standards, as well as emerging skill standards in broad and cross-cutting fields, to improve the performance of our school-to-work programs and of students participating in them?
>
> *Work-based learning*. Do our school-to-work programs offer a planned sequence of work-site experiences with employers, and in various other settings in the community? Do these experiences expose students to all aspects of the business or industry they're

studying? Do students not only learn the aspects of the industry they're studying but also acquire general workplace competencies? Does their work-based learning build on and extend the knowledge and skills they're learning at school? Are students paid for their work experience, whenever possible? Is work-based learning successfully moving students toward high academic standards as well as skill standards?

School-based learning. Is the "school-based learning" component of our school-to-work programs designed around high academic and technical skill standards? Does it include career exploration and counseling, and instruction in a career major (which the student selects no later than 11th grade)? Do most of our school-to-work programs include at least one year of postsecondary education? Do they include periodic evaluations to identify students' academic strengths and weaknesses? Does school-based instruction challenge students to solve problems, perform tasks, and work in situations drawn from the career area for which they're preparing? Is it designed to help students apply what they're learning to the occupational area? Does it help students reach the high standards developed by our state?

Connecting activities. Are academic teachers, vocational teachers, and work-site mentors meeting regularly to continuously improve instruction and tighten coordination between what students are learning at school and what they're learning at the work-site? Are students being matched with appropriate and quality, work-based learning opportunities? Are teachers, work-site mentors, and counselors getting the training they need?

Planning and development. Are vocational and academic teachers, employers, and other school-to-work partners involved in our GOALS 2000 planning process? Does our GOALS 2000 plan aim to continuously improve the three key school-to-work ingredients -- work-based learning, school-based learning, and connecting activities?

All students. Do all students have access to these school-to-work programs -- including both male and female students, disadvantaged students, students with diverse racial, ethnic or cultural backgrounds, American Indians, Alaskan Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students? Do they get the extra assistance they may need?

Results. How well are our school-to-work programs meeting our objectives? Are students, upon completing high school, going on to some form of postsecondary education or getting good jobs? How can school-to-work programs be expanded by adding businesses, industries, or work opportunities, if needed? Upon completing the program, are students actually ready for entry-level employment in higher-skill, good-wage careers? Are they developing the kinds of skills that will prepare them to pursue a range of career options and make them attractive to employers? Are they getting jobs that will lead to advancement in a broad occupational area? What work experiences do employers say they will provide to give students a taste of many aspects of the industry? Are students in our programs who decide to go to college adequately prepared? What do colleges say?

10. Milestones and timelines.

It has been said that "Goals are dreams with deadlines." If your comprehensive effort to reach the National Education Goals and move every child toward high academic standards is to succeed, your community and schools will need to know: What is our target for each year? What are high but realistic milestones for progress?

You'll need, in other words, milestones and timelines.

These milestones should be designed to help your community mark progress toward its goals as it pursues its comprehensive improvements. No judgment about progress is complete, of course, without information on student learning. You'll want student performance to figure prominently in how your community judges its progress from year to year. And you'll want to use the opportunity of reporting on progress to shape public expectations about the pace of change and to make sure that school leaders are accountable for moving the change process forward.

Your community and schools will want to ask: What milestones and timelines can keep us on course toward the National Education Goals and high standards for all students?

To answer that question, you may want to examine:

> *Developing milestones, and communicating them.* Has your community developed a good set of milestones, or "indicators of progress," for major elements of its comprehensive plan? Have key stakeholders been involved in setting the milestones that must affect their work and lives, if the plan is to succeed? Have the milestones been communicated to all teachers, students, parents, and citizens? Can everyone in schools -- and everyone involved with the schools -- identify the milestones?
>
> *Continuously improving progress.* How are we identifying obstacles in the path of our progress? Do we have a system for re-examining the comprehensive plan annually, to monitor obstacles and progress? Do we have a process for making changes in the plan each year, if necessary, so that we can accelerate the pace of progress? What happens if we discover that we are not making progress? How will we explain to the public what happened, and what *will* happen to put us back on track?
>
> *Reporting progress.* Has a system been established for reporting progress on at least an annual basis? How will we report on progress in a way that renews the community's commitment to the improvements? How will we use information on our progress -- in addition to reporting to the public at least annually -- to keep stirring everyone's desire to reach our community's goals and to do the hard work of helping every child reach world-class academic standards?

Partners for Reaching the National Education Goals

There are probably existing efforts -- and unmet needs -- in your community that don't fit neatly into those ten categories. Your planning panel may want to conduct an inventory of "who's doing what" that supports the eight National Education Goals. Perhaps through a survey, your panel may want to ask local organizations, institutions, and agencies questions such as:

What is your group now doing to...

- Support families in getting all children ready for school?
- Increase the school completion rate to at least 90 percent?
- Ensure that all students demonstrate competence in key subject areas?
- Move students toward levels of achievement in math and science that are second to none?
- Support all adults in our community in becoming literate?
- Make sure that every school is safe, disciplined, and free of drugs?
- Offer teachers programs and ongoing opportunities to acquire the knowledge and skills needed to prepare all children for the next century?
- Help schools strengthen partnerships with parents to increase parental participation in promoting the social, emotional, and academic growth of children?

Directing those questions to *all* local organizations and institutions might mark a first step toward developing a comprehensive, coordinated partnership to reach the Goals. So as your panel thinks about who to ask, you may want to consider asking at least the following organizations:

preschools and hospitals

colleges and adult education providers

businesses --small and large -- and the Chamber of Commerce

older Americans, including the American Association of Retired Persons

law enforcement agencies and the juvenile justice system

social service and other government agencies

newspapers, radio and TV stations, and other media

civic, religious, professional, and volunteer organizations

groups that serve youngsters -- Scouts, sports teams, girls clubs, boys clubs, 4-H, and others

arts and cultural institutions, and museums

and of course, schools in your community, state, and nation

Once your panel has taken inventory of all the existing efforts related to each Goal, you may want to ask, "Which of these efforts are effective, and which are not? How might we expand those that are working, and discontinue those that aren't? What additional efforts are needed? And how can we continue to integrate these separate efforts into a coherent, comprehensive approach?" Your answers to these questions are part of your GOALS 2000 plan.

The Process

No two communities or schools are building their partnership exactly the same way; nor will any two comprehensive plans be identical.

The strengths and needs of your school or community are the raw materials for developing your plan. No one knows those strengths and needs like you, the people who work and live in your community. That's one reason why no one can design a plan for you.

How can your planning panel get the community organized to develop a GOALS 2000 plan?

You'll want to consult the *Community Action Toolkit*, three sections of which accompany this "*Invitation.*" Created by the National Education Goals Panel, the Toolkit offers practical tips about:

- holding successful community meetings
- conducting a useful survey of the community
- creating strategies for implementing your plan
- evaluating the progress of your school or community
- expanding your base of support and sustaining momentum

You have received a section entitled "Guide to Getting Out Your Message," which is complete with tips -- and samples -- for creating media advisories, press releases, news conferences, op-eds, public service announcements, and other communications vehicles. You also received "The Guide To Goals and Standards" and the "Community Organizing Guide."

The Toolkit discusses a number of issues surrounding a key "standards" question -- one of the most important questions we can ask: What should all our children know and be able to do?

To find out how you can purchase the complete kit, call the National Education Goals Panel at (202) 632-0952.

Another reason your community or school must design its own improvement plan is that going through the process will help your school or community learn some things about itself. You will discover some difficult issues as well as strengths. This shared struggle to "define what we want for our children and how we're going to get it" will deepen the school's or community's commitment to make reform happen.

Communication will be crucial from day one.

Communicating

People are pretty busy. They're not looking to attend evening meetings or sign up for more volunteer work.

Your planning panel has to make the case that this effort is different and that it's going to be worthwhile. You must communicate clearly to individuals and organizations what they can do to make a difference.

Over and over, from the first day on, panel members may want to hammer away at two questions: "Why should I care?" and "How can I help?" Good answers to these questions can help keep fresh volunteers stepping forward.

Communication is the electricity of continuous improvement, but it must flow both ways. Listening to citizens, teachers, parents and students -- and responding to their concerns -- may seem to slow things down. But it's vital to making real progress over the long-haul.

To do that, many schools, communities and states will be using neighborhood and community forums, speaker bureaus, seminars, public surveys, newspaper inserts, town meetings, toll-free hotlines, computer networks, and campaigns. Many will also be using the newspaper and other media.

Every time the Kingsport Region Educational Alliance 2000 in Tennessee holds a meeting, the *Kingsport Times News* prints an announcement that includes the issues to be discussed at the meeting. Afterward, the newspaper follows up with a piece on the outcome of the meeting.

> Some planning panels are writing opinion pieces, articles, and letters for the local newspaper.
>
> For communities that want to write pieces for the newspaper but have no experience, Minnesota 2000's "Basics of Communications & Publicity" is available from our Information Resource Center at 1-800-USA-LEARN.

Nevada 2000 Co-chair Ann Lynch suggests that communities "Get the media to buy in, don't just hand them press releases. They are part of the community, too." Many communities are doing that by recruiting the local newspaper publisher or editor, and other media leaders to serve on their steering committee or task force.

Having the newspaper editor on a task force is of enormous assistance, according to Assistant Superintendent Evelyn Farmer of Fredericksburg 2000. The steering committee can count on the paper to print whatever opinion pieces, invitations to meetings, or recommendations it needs to get out. A local radio station also does weekly interviews with educators, and the local cable TV station has been carrying spots on the community effort.

Chairing the steering committee of Omaha 2000 is the publisher of the *Omaha World-Herald*, John Gottschalk. Activities of Omaha 2000 are reported in the newspaper, as well as on the radio and TV. Omaha 2000's "preliminary report," a 30-page document was distributed via the *Omaha World-Herald*, to every household in the Omaha metropolitan area -- 200,000 copies in all.

In the early 1980's, Governor Dick Riley formed a partnership with the business community, parents, major education associations, and the state department of education to involve tens of thousands of citizens and educators in formulating South Carolina's comprehensive reform plan -- the Education Improvement Act.

Regional forums allowed thousands of people to react to the goals being developed by a state planning panel, and small groups suggested strategies to meet the goals and even other goals. A pro-active speakers' bureau with trained speakers made 500 speeches on short notice to civic clubs, PTA's, and business groups explaining the need for the improvements and asking for their help. Business and citizen leaders paid for videotapes, ads for TV, bumper stickers, and posters to underscore the needed improvements and invite all to help their children learn more.

The results, some 10 years later, are impressive. Test scores are up. More young people are going to college and getting good jobs in occupational fields. Participation in advanced courses in high school has doubled.

But reform isn't finished in South Carolina. The state is ready for a new reform package, so the planning panel and state department of education continue to mail periodic updates and other information to the 25,000 people who participated in the state's education improvement efforts.

A Partnership With Your State

If your state is participating in GOALS 2000, the state planning panel will want to hear from you. Panel members recognize that broad-based input at the planning stage is indispensable to commitment and *action* over the long-haul. They may want to incorporate some of your ideas and suggestions into the state GOALS 2000 plan.

Your state panel will also want to know:

> Has your community developed a strategy to reach the National Education Goals and to provide a world-class education to every child?
>
> Are efforts already under way in your school or community to help improve teaching and learning?
>
> What challenges or obstacles may require help from your state?

Panel members will want to hear from you on these and other questions. Your answers can help them make sure that the state plan is being built on promising efforts already working in schools and communities around the state.

You may also want to contact your governor's office, state legislators, state department of education, state board of education, or other state-level groups that have a stake in education. Let them know about your ideas for the state plan. Inform them about the solid educational efforts that are producing good results in your school and community.

Special Challenges -- Federal Help

"Moving all children toward high standards" is no small feat for *any* community or school. For some communities struggling just to keep kids safe, in school, and out of trouble, the challenge is especially great -- unless there is significant assistance.

Many federal programs offer help. But too often, resources under these programs are not aimed at challenging standards. Too often, rules and regulations make it tough to integrate these resources into coherent efforts that make sense for kids.

GOALS 2000 is designed to change that. It offers a framework for using all resources -- including federal resources -- as part of your comprehensive, continuous improvement plan. It also affords your schools and state the opportunity to break free of many rules and regulations that may stand in the way of your comprehensive plan. For the first time, under GOALS 2000, the Secretary of Education has broad authority to waive such federal rules and regulations.

Also for the first time, the Secretary will be able to transfer that waiver authority to six states. Under this Education Flexibility Partnership Demonstration Act, six state departments of education will be able to grant waivers not only from their own rules and regulations, but from *federal* rules and regulations as well.

> GOALS 2000 offers states support for planning how to harness technology to the state GOALS 2000 plan. When your state applies for GOALS 2000 funding, it may apply -- in that same application -- for a technology planning grant. Five million dollars is available in 1994, and more may be available in 1995, for states to help build technology resources for communities and schools to tap into.

THE IMPROVING AMERICA'S SCHOOLS ACT

The single largest source of federal support for K-12 education is the Elementary and Secondary Education Act (ESEA). Born as part of Lyndon Johnson's War on Poverty in 1965, this $10-billion-a-year Act has been sending federal assistance to poor schools, communities, and children for nearly 30 years.

President Clinton proposed a new focus for "ESEA" programs: they would support *comprehensive* efforts by schools, communities, and states to reach the National Education Goals and move every child toward high standards. These standards -- and assessments used to gauge student progress toward them -- would be the same as those developed under GOALS 2000.

Under the new proposal, known as the "Improving America's Schools Act," schools, communities, and states would be able to use their GOALS 2000 plans to guide how they direct all ESEA resources -- from Title I (Chapter I), bilingual programs, the Eisenhower Professional Development Program, and other programs.

The Improving America's Schools Act would also support specific elements of your GOALS 2000 plan. For instance, it would:

> Stimulate sweeping, *schoolwide improvement* in low-income communities -- where children often have the farthest to go, but the most to gain from dramatically improved schools. Such change would be planned and managed by each school itself, for one purpose: to propel every child toward high standards.

Target more of the $10 billion dollars to schools in our *poorest communities* -- schools where outdated textbooks and inadequate support for teachers and curriculum development may be among the many and often overwhelming challenges that children and teachers live with each day.

Transform *technical assistance* for schools across America -- offer technology-based "one stop shopping" for advice and answers to questions about promising projects, research findings, federal regulations, and more.

Strengthen *assessment and accountability* -- encourage communities and states to develop better tests, use the results to improve teaching, and offer incentives for students and schools to improve their educational performance.

Create more *sustained, meaningful professional development for teachers and principals* -- opportunities to deepen their understanding of subjects they teach, master new high-performance methods of helping all children learn, share best lessons and teaching techniques with others, and work more closely with parents. Support for such "professional development," under the proposal, would increase significantly. And it will benefit *all* schools.

Again, the Improving America's Schools Act aims to help schools and communities strengthen these dimensions of schooling -- not as isolated efforts, but as elements of a school's or community's comprehensive, continuous improvement effort.

For more information on the Improving America's Schools Act, call 202-260-1983.

SCHOOL TO WORK

There's one element in particular that is conspicuously absent from American education, although it's vital to America's future. We're the only industrialized nation without a formal system for helping teenagers make the transition from school into the workplace.

Communities and states want to change that, and the President wants to help. His School-to-Work Opportunities Act offers financial support for businesses and schools, in communities and states, to create high-quality school-to-work programs.

These programs include rigorous academic preparation for students so that they may choose to enter challenging college and university degree programs. In these programs, high school students will learn not only at school, but through carefully constructed experiences at one or more work sites. School and work-site learning will be coordinated and closely supervised.

All students in these programs will be expected to reach challenging academic standards, as well as portable, industry-recognized skill standards in an occupational area. When finishing high school, students will be ready to enter high-skill, high-wage jobs -- or continue on to postsecondary education.

Many communities and states are building school-to-work programs on efforts they already have. To strengthen their tech prep, career academies, cooperative education, and youth apprenticeships, they're incorporating three elements that are essential to any solid school-to-work effort, and central to the School-to-Work Opportunities Act:

- work-based learning -- a planned sequence of job training and job-related experiences across a broad range of tasks in an occupational area such as health or electronics. Work experience and workplace mentoring are included.

- school-based learning -- a coherent, multi-year sequence of instruction that typically begins in 11th grade and ends after at least one year of postsecondary education. It is also fully compatible with academic and technical course work leading to both two-year and four-year college and university degrees, or further education. This instruction is tied to high academic and skill standards.

- connecting activities -- coordination of learning at work and at school. This may include redesigning what students do and learn, matching students with particular work-based learning options, and collecting information on what happens to students after they complete programs.

For more information on the School-to-Work Opportunities Act, call the School-to-Work Opportunities Information Center at (202) 260-7278.

More Than the Sum of the Parts

Each federal initiative supports a particular kind of challenge. But the time for addressing these challenges in isolation is over. All federal resources must be aimed at the same end: high standards for all students.

Under President Clinton's and Secretary Riley's leadership, the U.S. Department of Education is trying to reshape federal programs to better support what may be the biggest challenge you face:

> Pulling together the "pieces of support" from various federal, state, and local agencies into your own custom-made, comprehensive effort to reach the National Education Goals and move all students toward high standards.

Only you can put the pieces together so they add up to more than the sum of the parts. Only you -- parents, teachers, school administrators, business and civic leaders, and other adults -- can make any program make a real difference in the learning and lives of children.

But you don't have to do it alone.

More to Come: Borrowing Ideas From Others

Reinventing schools doesn't mean each community has to reinvent the wheel. As President Clinton points out, "Virtually every challenge in American education has been met successfully by somebody somewhere."

That's why members of a small rural community in northern Minnesota, while designing their new charter school, visited other schools known for innovation and excellence. That's why communities and states are beginning to hold design fairs or "teacher renewal conferences" -- so teachers, parents, principals, and citizens can learn about new high-performance instructional approaches.

> "The Founding Fathers were as smart a group of people as we ever got together in this country. The seminar they had on how to get things done, which produced our Constitution, was just about as good as any ever attended. And when they conceived of the states as laboratories of democracy, they intentionally thought of a scientific model in which people would learn from one another what works and then build on it.
>
> "What we try to do here with GOALS 2000 is to say, here are the Goals. You figure out how to get there. You learn from each other. Come up with aggressive plans. We will help you fund them and go forward, but you are in charge."
>
> President Clinton
> A Celebration of the Signing of the GOALS 2000:
> Educate America Act
> May 16, 1994

Schools and communities across the country are on the lookout for leading edge approaches they can borrow, adapt, or learn from.

The U.S. Department of Education hopes to help. We are featuring stories of pioneering schools and communities through the Community Update newsletter, the monthly Satellite Town Meetings (produced in partnership with the U.S. Chamber of Commerce), Teacher Forums, and upcoming regional workshops. We have created whole "shelves" of information about GOALS 2000 and other initiatives in our On-line Library. (See the following pages for more information.)

THREE WAYS TO LINK UP WITH THE U.S. DEPARTMENT OF EDUCATION

The **GOALS 2000 Satellite Town Meeting** is a live, interactive video teleconference for communities working to improve their schools and to reach the National Education Goals. Each month during the school year, U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin host a conversation with community leaders, educators, and national experts on a topic of education reform. You can participate in the discussion via an 800-telephone number, whether you are watching at a downlink site or at home. In many areas of the country, the broadcast is available live on public television or local cable television access stations. The Satellite Town Meeting spotlights successful reform efforts around the nation and provides an opportunity for individuals and communities to share information on what works in improving education. Call 1-800-USA-LEARN to find out how you can participate in the next meeting.

The **Community Update** is a monthly newsletter for parents, educators, and citizens involved in school reform and efforts to reach the National Education Goals. Featuring "best practices" and model programs from around the nation, the newsletter puts you in touch with resources, services and publications you can use. The newsletter reports highlights of past Satellite Town Meetings, and tells the topics and downlink coordinates for upcoming meetings. Call 1-800-USA-LEARN to add your name to the mailing list.

The **Information Resource Center** (IRC) serves as a major communications link between the Department of Education and states, communities, and schools on all aspects of GOALS 2000. Calling 1-800-USA-LEARN puts you in touch with knowledgeable staff who can answer your questions and mail you publications about GOALS 2000. Available materials include a focused look at each of the National Education Goals, brochures on topics such as high standards, copies of guidelines and legislation, and more. The IRC also informs the public about upcoming Satellite Town Meetings and possible downlink sites in your area.

Check Out Our On-line Library

If you have an Internet account, check out our fast-growing on-line library. Maintained by our Office of Educational Research and Improvement (OERI), our On-line Library features electronic "shelves" of information on GOALS 2000, school-to-work, technology, and other issues. The GOALS 2000 shelf, for instance, offers not only the GOALS 2000 Act but also:

> fact sheets and overviews, *Guidance* (questions and answers), estimated state allocations, satellite town meeting background papers, and this booklet, *An Invitation to Your Community*.

Other documents in the On-line Library include:

> the National Education Goals Panel 1993 report, the "Helping Your Child" series for parents, the School-to-Work Opportunities Act, several guides to the U.S. Department of Education (including one for teachers and another for researchers), the Improving America's Schools Act, the National Education Commission on Time and Learning's *Prisoners of Time* report, the full text of research reports and education statistics compilations, a "full-text searchable" collection of 1,200 ERIC Digests, press releases, grants announcements, and other information, as well as "pointers" to other education resources on the Internet, and much more.

We're stocking the library, sometimes referred to as "INet" (Institutional Communications Network), with lots of other information we hope you'll find helpful.

To access the library, you must have certain software – either Gopher client software or World Wide Web client software (such as NCSA Mosaic or Lynx). Or you must be able to "telnet" to a public access client elsewhere.

If you are using a Gopher client, point it to:

gopher.ed.gov

> or select "North America–>USA–>General–>U.S. Department of Education" from "All/Other Gophers in the World."

If you are using World Wide Web (WWW), point your WWW client to our uniform resource locator (URL):

http://www.ed.gov/

Another way to access the library is by using file transfer protocol (FTP). To do this, FTP to:

ftp.ed.gov (logon anonymous).

Other partners aim to help as well. The National Education Goals Panel is offering, in fall 1994, a *Community Toolkit* full of suggestions on how to organize your community, how to get your message out, and how to report to your community about progress toward the National Education Goals.

No one will be offering any quick fixes or magic solutions. Every school and every community must chart its own course to excellence.

Still, we can all learn from each other. In fact, learning from each other is essential to reaching the National Education Goals and to helping many more of our children learn at levels once expected of only our top students.

Benefits Down the Road

It's a lot of work. You're going to hit roadblocks and potholes in the road up ahead. At times you may wonder, "Is this GOALS 2000 effort really worth it?"

You'll want to remind yourself what GOALS 2000 means.

> For parents, it means greater involvement and knowing how well children are *really* doing, and what you as a parent can do to help.
>
> For teachers, it means support from the community and parents and the school system, support for pushing students to realize their full potential.
>
> For students, it means learning knowledge and skills that will serve you well for the rest of your life. It means being ready for college and being prepared for good jobs -- jobs that are interesting and that lead somewhere.
>
> For businesses, it means a ready supply of workers who know basic skills and are flexible learners -- workers who have learned the habits of solving problems, as well as thinking and communicating clearly.
>
> For colleges, it means more freshmen coming to campus ready for higher education -- fewer resources spent on remedial math, reading, and writing.
>
> For citizens, it means a better quality of life.
>
> For communities, it means a better future for everyone -- but especially our children. It means they'll be better equipped to get good jobs, become good citizens, and live good lives.

That is what GOALS 2000 is about. That is what President Clinton's whole approach to education is about: moving all our children toward high standards of learning today, so that America reaches high standards of living tomorrow. And so that every child in America has real hope of reaching the American dream.

Appendix 1

Elements of the State GOALS 2000 Action Plan

During the 1994-95 school year, each participating state will develop a long-term, comprehensive plan to improve all features of education throughout the state. This plan will describe processes by which the state will develop, adapt, or make improvements in the following areas:

1. Teaching and Learning, Standards and Assessment

The State Action Plan describes a process by which the state will...

- Develop or adopt challenging content and performance *standards* for all students.
- Develop and implement student *assessments* that are aligned with the state's content standards, involve multiple measures of student performance, include all students with diverse learning needs (and make adaptations and accommodations to permit such participation), are consistent with nationally recognized professional and technical standards for assessment, and support improvements in curriculum and instruction. How the implementation and impact of the assessments will be monitored is also to be described.
- Align state or local curricula, instructional materials, and state assessments with the state content standards and student performance standards.
- Familiarize *teachers* with the state content standards and student performance standards, and develop the capacity of teachers to provide high quality instruction.

The State Action Plan may also indicate how the state will...

- Provide assistance and support to local school districts and schools in order to strengthen their capacity to offer all students opportunities to meet the state's student performance standards.

- Examine the effectiveness and equity of the state's school *finance* program.

- Develop, select, or recommend instructional materials and technology tied to the state's standards, for possible use by schools and school districts.

- Provide *professional development* opportunities linked to the state's standards -- opportunities for teachers, principals, parents, and other adults, including through the use of technology and distance learning.

- Improve its system of teacher and school administrator preparation and licensure, and of continuing professional development programs, including the use of technology, so that all teachers, administrators, and related service personnel develop the subject matter and pedagogical expertise needed to help all students meet the state's content and performance standards.

2. Opportunity-to-Learn Standards or Strategies

The State Action Plan tells how the state will establish standards or strategies for providing all students with an opportunity to learn.

- These standards will include factors that the state deems appropriate to ensure that all students receive a fair chance to achieve the knowledge and skills described in the state content and performance standards. Implementation of opportunity-to-learn standards or strategies will be voluntary on the part of the states, school districts, and schools. *Nothing in the Goals 2000: Educate America Act mandates equalized spending per pupil or national school building standards.*

3. Governance, Accountability, and Management

The State Action Plan describes how the state will...

- Align responsibility, authority, and accountability throughout the education system, so that decisions regarding "how to move all students toward the state's high standards" are made closest to the learners.

- Create an integrated and coherent approach to recruiting, retaining, and supporting educators and their ongoing professional development, giving special attention to recruiting and retaining qualified minorities.

4. Parent and Community Partnerships

The State Action Plan explains how the state will involve parents and other community representatives in planning, designing, and implementing the State Action Plan. This may include strategies such as...

- Focusing public and private community resources on prevention and early intervention to address the needs of all students by identifying and removing unnecessary regulation and obstacles to the coordination of services.

- Increasing the access of all students to social services, health care, nutrition, related services, and child care, and locating such services in schools, cooperating service agencies, community-based centers, or other convenient sites designed to offer parents and students one-stop shopping.

5. System-wide Improvements

The State Action Plan tells how the state will...

- Ensure equal access to curricular materials, learning technologies (including distance learning), and professional development for all school districts in the state.

- Develop partnerships with Indian tribes and schools funded by the Bureau of Indian Affairs, where appropriate, to improve consistency and compatibility in curriculum among public elementary and secondary schools, and such schools funded by the Bureau at all grade levels.

6. Bottom-Up Reform

The State Action Plan makes clear how the state will...

- Provide flexibility to individual schools and school districts, so that each may adapt and integrate state content standards into courses of study appropriate for individual schools and communities.

- Facilitate the provision of waivers from state rules and regulations that impede the ability of schools or districts to carry out their own local Goals 2000 improvement plans.

7. Dropout Prevention

The State Action Plan describes how the state will...

- Meet the needs of school-aged children who have dropped out of school, bring such children back into the education system, and help these students meet state content and performance standards.

8. Coordinate with School-to-Work Programs

If the state has received federal assistance for the purpose of planning for, expanding, or establishing a school-to-work program, then the state will...

- Include in its GOALS 2000 Action Plan a description of how such school-to-work programs will be incorporated into the comprehensive, standards-driven school improvement efforts of the state. In particular, the state plan must include a description of how secondary schools will be modified to provide career guidance, and to integrate academic and vocational education and work-based learning, if such programs are proposed in the state's school-to-work plan.

9. Milestones and Timelines

The State Action Plan lays out...

- Specific targets for improving student performance and for gauging progress in implementing the improvement plan, and timelines against which the state's progress in carrying out its plan can be measured.

10. Coordinating Strategies

The State Action Plan explains...

- Strategies for coordinating the integration of academic and vocational instruction pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act.

11. Program Improvement and Accountability

The State Action Plan describes...

- How the state will monitor progress toward implementing the state and local GOALS 2000 Action Plans, and procedures it will use to improve schools that are not meeting the state content standards voluntarily adopted by the state within the established timelines.

Appendix 2

Help With Standards: Models and Projects

Many communities and states have begun using the math standards (developed by the National Council of Teachers of Mathematics) to transform teaching and learning in mathematics. They're re-examining and upgrading their math curriculum, assessment of students, professional development and certification for teachers, and more.

Model standards for teaching and learning in the arts are also now available. In March 1994, the Consortium of National Arts Education Associations published its standards for four disciplines -- music, dance, theatre, and the visual arts.

You may want to get copies of the math standards and arts standards. They can inform your school's, community's, and state's actions around one of the most important questions you can ask: "What do we want all our children to know and be able to do?"

You may also want to get preliminary drafts of model standards being developed for other subjects -- science, history, civics and government, geography, and foreign languages. Share the drafts with teachers and college faculty, parents and business people. Send your comments on the standards back to the group responsible for overseeing their development. (For ordering information, see "Voluntary Model Standards" below.)

Most of the model standards will be completed in 1995 or 1996, but you don't have to wait until then to get started.

Call your local school district. Call your state department of education. Your state is probably in the process of developing standards in one or more subject areas. Ask if there is a fact sheet, brochure, or other information on what students are expected to know and be able to do.

Ask if there's a way that you can get involved or be of help.

Mathematics

To order *Curriculum and Evaluation Standards for School Mathematics*, write:

The National Council of Teachers of Mathematics
Order Processing
1906 Association Drive
Reston, VA 22091

Item number: 398E1, ISBN 0-87353-273-2
Cost: $25 each (discounts for bulk orders)

Arts

To order copies of the *National Standards for Arts Education*, write:

Music Educators National Conference Publications Sales
1806 Robert Fulton Drive
Reston, VA 22091

In coordination with the American Alliance for Theater and Education, the National Art Education Association, and the National Dance Association.

Contact: Peggy Senko
Released: March 1994
Item number: 1605
Cost: $12 for members, $15 for nonmembers

Civics and Government

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467

Also supported by the Pew Charitable Trusts.

Contact: Charles Quigley
Completion: November 1994

Geography

National Council of Geographic Education
Geography Standards Project
1600 M Street, NW
Washington, DC 20036

In coordination with the Association of American Geographers, the National Geographic Society, and the American Geographical Society.

Also supported by the National Endowment for the Humanities

Contact: Anthony DeSouza
Completion: October 1994

History

National Center for History in the Schools at UCLA
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024

Also supported by the National Endowment for the Humanities.

Contact: Charlotte Crabtree
Completion: November 1994

Science

National Academy of Sciences
National Research Council
2101 Constitution Avenue NW
Washington, DC 20418

Also supported by the National Science Foundation

Contact: Angelo Collins
Completed: February 1995

Foreign Languages

American Council on the Teaching of Foreign
Languages, Inc. (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801

Also supported by the National Endowment for the Humanities.

Contact: Jamie Draper
Completion: January 1996

U.S. Department of Education

For general information about content standards development, contact:

Office of Educational Research and Improvement/FIRST Office
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5524

Appendix 3

National Education Goals and Objectives

The Congress declares that the National Education Goals are the following:

School Readiness

By the year 2000, all children in America will start school ready to learn.

The objectives for this goal are that...

All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and

Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

The objectives for this goal are that...

The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and

The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

The objectives for this goal are that...

The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;

The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

All students will have access to physical education and health education to ensure they are healthy and fit;

The percentage of all students who are competent in more than one language will substantially increase; and

All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

The objectives for this goal are that...

Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;

The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and

The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

The objectives for this goal are that...

Every major American business will be involved in strengthening the connection between education and work;

All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;

The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;

The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;

The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and

Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Safe, Disciplined, and Alcohol- and Drug-Free Schools

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

The objectives for this goal are that...

Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;

Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;

Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;

Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;

Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

Community-based teams should be organized to provide students and teachers with needed support; and

Every school should work to eliminate sexual harassment.

Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

The objectives for this goal are that...

All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;

All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;

States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and

Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The objectives for this Goal are that...

Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;

Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school; and

Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.